

canadian

camping



OFFICIAL PUBLICATION OF THE CANADIAN CAMPING ASSOCIATION
L'ASSOCIATION DES CAMPS DU CANADA — PUBLICATION OFFICIELLE

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ANNOUNCEMENTS

The following dates have been changed, changed, AMERICAN CANOE ASSOCIATION
please mark them on your calendar: calendar:

The A.C.A. will hold its "Semaine des Camps" from March 12 to 18, 1980. In 1980, the American Canoe Association will celebrate its 100th Anniversary. Invitation is extended to participate in the "Second Call of the canoe festival" at Clayton, N.Y. and N. Sugar Island, Ont., on Sat. August 9, 1980.

The C.C.A. has changed the place of its next Executive Meeting from Halifax on February 17 to Montreal on March 13-14. There will be races, demonstration stands and gatherings of antique canoes.

The Winter Outdoor Sports Skills Institute will be held at Camp Tawingo from Wednesday, March 12 to Monday, March 17, 1980. For further information contact Nat Wells, 65 Highland Ave., Massena, N.Y. 13662. Details also available Clayton Chamber of Commerce.

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STAFF MOTIVATORS by bbybruce harris

Sometime ago I had the privilege of leading a session at the Canadian Camping Association Conference at Geneva Park. The topic was "Staff Hiring and How to Keep Good Staff." The participants were 35 experienced camp people from all regions of Canada. At the very beginning of the session I asked everyone to answer one question I asked each person to think back to their first year as a camp staff member, then to try to recall why they decided to return the second year. Upon reading the 35 responses it was evident that although worded in many different ways, a common theme was very dominant. They returned to camp because it was a satisfying experience, they felt needed, they enjoyed the atmosphere - the feelings of responsibility. Out of 35 responses, salary was only mentioned once and as a secondary reason.

To you and me, for people who hire and direct the staff, it is paramount to understand the reasons why staff come to camp. We are to develop and use wisely the greatest camp resource we have - the staff. A good camping experience for any individual is affected more by the quality of the staff than any other factor.

It is important to remember that staff, like campers, come to camp for a worthwhile, rewarding experience. It is unlike any other part of their lives, not like schools which is obligatory or like a permanent job that insures an expected living standard related to the dollars earned. Earning dollars at different stages may become a more important factor but in essence it is always secondary. I will touch on this later.

We must never fall into the trap that every staff member comes to camp for the same reasons. Reasons may overlap but are never identical. Some staff come to camp because they are convinced the job is important, some staff enjoy the recognition of the position, some come because it gives them satisfaction, they feel good that they are doing something for young people, some enjoy the environment of their peer group. Everyone comes for a reason and if these needs are met they will be happy at camp, will apply their talents and skill and do an effective job.

(cont. on page 4)

STAFF MOTIVATORS

(cont. from page 3)

It sounds a little clinical to say a staff member is at camp on the basis "What is in it for me?", but that's where the motivation is "at". Human activity is generated to fill needs. The need to nourish our bodies with food generally activates activity. The need to fulfill our inner self likewise generates activity.

If, for instance, staff members have a need to feel needed and have come to camp for this reason, it is important their reward is that they are aware that they are needed as part of a group or as an individual. The director very openly and honestly must at some time during the summer talk to each person individually about how the camp benefits in a positive way from their input and how it is appreciated. If recognition is a need, it is important that they be told in front of others that their work is worthwhile and appreciated.

When we begin to deal with meeting the needs and the reasons for motivation, it is important to realize that very few people act out of one single motivation - in fact most people come to camp because of four or five motivations and therefore directors must be tuned into the multiple needs and motivating factors of an individual and to see that most of them are met in one way or another.

Rewarding or dealing with meeting the needs of an individual staff member may be as simple as a pat on the back or a few words of praise or as complicated as a designed recognition experience which may involve new programme scheduling.

Whenever dealing with motivation it is imperative that whatever our actions are, they must be sincere, honest and open. False rewards are generally perceived as false. If a pat on the back or words of praise are given, it must be really felt as something that they want to do. Any form of reward, praise, recognition etc. can be given to the point that it becomes a nuisance. Motivation must be dealt with in both the negative and positive poles of one's behavior. If only positive statements are made they soon become meaningless or irrelevant.

In dealing with motivation it must be part of ourselves, to be most effective it should be spontaneous, warm and on the spot. Whatever is offered should be offered because we are happy about behavior not because we want someone to work harder.

(cont. on page 8)

Executive Director

As we prepare for the coming season, Camp Directors all over Canada are in the midst of recruiting staff and campers. In the next couple of issues "Canadian Camping" is pleased to present extracts from the Quebec Camping Association's Director Education Program.

Ce programme "Formateurs-multiplicateurs" était préparé par l'Association des Camps du Québec en février 1976. Actuellement, l'A.C.Q. présent à leurs membres une série de petits-cours pour améliorer leurs capacités comme directeurs des camps.

In this issue, the article will cover staff recruitment, selection and interview processes; next month, it will cover techniques to integrate/orient staff to your camp.

The C.C.A. office has been busy sending many book orders across the country. Our publications have been on view at provincial meetings from British Columbia to Ontario. If there are any topic areas which should be included in our publications, please let us know. We are here to serve you!

Many times I've come across great articles in provincial newsletters. If each province can continue (or begin?) to include C.C.A. on their mailing list for a few copies of newsletters, conference programs, etc., "Canadian Camping" will be able to carry articles from all parts of the country.

Pendant les prochaines mois, j'aurai l'occasion de rendre visite à chaque association provinciale. C'est avec enthousiasme que j'attends de vous rencontrer.

FORMATION

- See you soon -

Marjorie

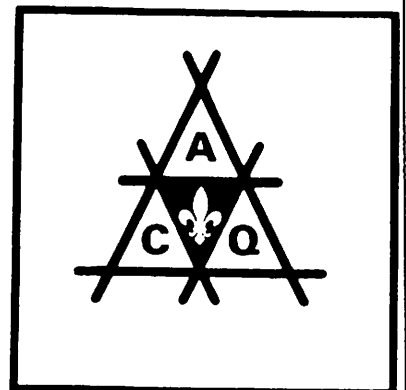
1. DEFINITION

"Processus d'intégration d'une personne à l'exercice d'une tâche précise correspondant à sa personnalité et à ses aptitudes."

2. ETAPES PRECEDANT L'INTEGRATION.

2.1 Recrutement,

Les directeurs de camp, selon leurs méthodes, procèdent au recrutement en faisant connaître en divers milieux les possibilités d'un travail dans un camp de vacances. Cette opération fait appel:



(au verso)

FORMATION

- au personnel actuel
- aux anciens du camp
- au milieu scolaire, collégial, universitaire
- à des facultés plus spécialisées, récréologie, éducation physique, psychologie, etc...
- centre de main-d'oeuvre
- au service offert par l'A.C.Q.
- autres ressources



2.2 Sélection,

Après l'opération "recrutement" le directeur de camp a l'embarras du choix des candidats!

C'est ordinairement à la suite d'une entrevue que se fait la sélection du personnel.

Les critères sont établis en fonction des besoins du camp.

L'entrevue est un moment privilégié pour partager des attitudes et des sentiments.

2.2.1 La préparation est importante un formulaire est nécessaire pour obtenir les renseignements utiles.

âge, expérience de camp etc. (cf. feuille A.C.Q.)

Le candidat pourrait avoir reçu quelques informations sur le camp.

2.2.2 L'endroit de l'entrevue est important, il doit être accueillant, la disposition des chaises et des personnes jouent un rôle à ne pas négliger car le style de l'entrevue détermine le style de leadership d'un camp.

2.2.3 Les questions posées doivent susciter l'expression d'idées, de sentiments. Et non pas susciter que des "oui" ou des "non".

2.2.4 Les questions ne doivent pas être uniquement centrées sur le camp, mais être une occasion de se connaître mutuellement.



- Qu'est-ce que tu respectes chez les autres?
- Quel genre de musique préfères-tu écouter lorsque tu es joyeux?
- Qu'est-ce qui influence davantage ta décision de venir travailler dans un camp?
- Que pense ton entourage concernant ton désir de travailler dans un camp?

2.2.5 Si une discussion intéressante est en cours, ne pas interrompre en prétextant le manque de temps.

2.2.6 Le personnel dirigeant du camp pourrait participer à l'entrevue.

2.2.7 A la fin de l'entrevue, on doit procéder à un résumé et indiquer clairement au candidat les étapes futures à suivre.

2.2.8 Etre clair quant à vos intentions d'un engagement éventuel.

2.2.9 Evaluer vos entrevues,

- Avez-vous écouté ou avez-vous trop parlé?
- Avez-vous laissé le temps au candidat de finir son histoire, ou si vous l'avez interrompu?
- Avez-vous vraiment écouté ou si vous étiez impatient d'entendre la réponse que vous désiriez?
- Avez-vous trop insister sur vos propres valeurs plutôt que de laisser le candidat s'exprimer?
- etc...

(à être continué le mois prochaine)



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COMING EVENTS

O.C.A. Conference/Toronto	Mar 6 - 8
A.C.Q. Semaine des Camps	Mar 12 - 18
C.C.A. Winter Sports Skills	Mar 12 - 17
C.C.A. Exec Meeting/Montreal	Mar 13 - 14
N.S.C.A. Symposium/Halifax	Mar 28 - 30
S.C.A. Conference/Meunster	Apr 25 - 27
A.C.Q. Assemblée Annuelle	Mai 8
C.C.A. Board Meeting/Toronto	May 8 - 9
C.C.A. Annual Meeting	May 8
O.C.A. Counsellor Conference	May 10

STAFF MOTIVATORS

(cont. from page 8)

Experienced senior camp staff are very aware that although reasons and the motivating factors may vary, there are some common principles that leaders may use in working with people. General principles that when applied by sincere leaders, warmly concerned about their staff and sensitive to their feelings result in a high quality staff and therefore positive camping experience for campers.

GENERAL PRINCIPLES OF WORKING WITH STAFF

1. The first efforts of a staff member must be simple enough to insure success.

Success does maintain interest. The job staff are given to do must be within their capability, skill and experience. It would be unfair to ask a first year instructor to handle the head of waterfront position of an intermediate canoeist to run your canoeing programme. Frustration at the outset is death to the efforts of a staff member

2. Camp staff must see the relationship of the job they do, however small, to the total effort.

A staff member may easily see that learning new skills such as canoeing or sailing have an effect on a camper, they may also receive recognition from their campers when they ask again and again for that bedtime story. However the mundane task of checking a camper's personal health goes unrecognized or may seem unimportant until suddenly that little cough, produces a fever. Every job or part of a job must be recognized as important and receive attention and praise.

3. Camp staff must be made to feel the importance of their contribution.

From the youngest to the oldest, most senior to the least experience, every member of our staff has a right to know what their contribution means to the camp and the campers.

It is difficult to lose a cook in the middle of a summer. But what about a person doing dishes? It could take only one set of dishes done poorly to lead to an outbreak of disease, serious sickness, possible loss of health license and closing of camp. A junior counsellor is just beginning but campers do look upon them as staff, they look up to them. Do we realize, do we tell junior staff that their example, the positive or negative way in which they deal with campers could have as much influence on a camper's experience as a counsellor, section head or director? Everyone needs to be reminded of the importance of their contribution to the success of the summer.

4. Camp staff must have opportunities to grow and learn.

People do not enjoy doing the same job over and over again. Continued involvement demands new challenges. Can your head of sailing be effective four summers in a row? Where is the challenge? A change of activity may breed excellent results. We have all heard the expression "burnt out". Why "burnt out"? Obviously there can be many different reasons, but always review the opportunities to grow and learn. New challenges even in old jobs can make them seem new.

5. Camp staff must be encouraged to make as many decisions as possible

There is a fine balance between knowing when to step in and when to remain on the sidelines. Experience tells us that people can be trusted to act with maturity if you treat them like responsible human beings; if you give them the facts and a sense of direction, they will more often than not make intelligent decisions.

If you were to begin your pre-camp with the statement "As of this moment we have no camp policies regarding days-off, curfew, drugs, alcohol, use of the camp kitchen after regular hours, staff lounge, etc. etc." in fact no major policies at all and you asked your staff to develop some policies that were fair to the camp, the campers and themselves - how different would those policies be from the regulations of previous years? Consensus takes longer but the input is invaluable. There is a great difference between making decisions and having them made for you, no matter if the results are the same.

6. Camp staff like all people, work best in a friendly, warm atmosphere, where their efforts are obviously needed and appreciated.

Senior staff can create such an attitude by their own example and by seeing that a staff member is made to feel part of the whole, by expressing appreciation when it is deserved, by treating each staff as an individual human being and remembering the small, thoughtful things that make each person feel a special individual. Along with the director the senior staff pass much of the attitude and atmosphere on to others

7. Camp staff should not be taken for granted.

Staff have come to camp undoubtedly because it gives them satisfaction or they would not be there. Your concern for their well-being, your appreciation of their contribution will always be valued.

Your provision of an area where staff can relax and be on their own away from the rest of the camp is important. An impromptu staff feed, your insuring days off are given as decided upon; your understanding the need to leave camp for a wedding, a funeral or your taking the time to write an open letter of approval of a whole staff working well together - all are appreciated. Always remembering to include everyone from dishwasher to counsellor to cook in saying thanks for pulling off a great visitors day or special event - will be noted.

Take time to write a personal letter of thanks soon after camp. Such a letter is a lasting reminder of your appreciation.

8. Keep your staff informed about developments in the camp.

Senior staff often ask other staff members to keep them informed especially if a crisis has arisen, but it is a two way street; the sharing of concerns leads to more experienced staff; the sharing of a letter of praise about camp reinforces the camp staff. The more we share, the more our staff will share with us. Most staff are sincerely interested in what happens to camp, it is a part of them and they are a part of it.

Bruce Harris is the Director of Camp Kawabi, Minden, Ontario. This article will be continued next month.

The COUNSELLOR'S Page

A COUNSELLOR'S COMMITMENT

by Barry by Barry Lowes



You are going to camp for fun, friends and a vacation. They're important. However, when you take on the responsibility for a group of campers, you are making a commitment, because you, more than anyone else at camp, will determine the success of your campers' summer.

There are three main commitments to be made.... to:

Campers Campers

think of why campers come to camp how can you help them to fulfill those wishes? remember it is a child's vacation, not military school campers did not choose you, but you are the key to their summer children need adult role-models - that is that is you!

what qualities would you want to find in a counsellor?

how do you measure up to these?

- set realistic expectation levels for your campers.

2 Camp and Director

- give no less than your best effort
- listen, watch, ask - draw on their experience
- don't be afraid to make mistakes - learn from them
- don't debunk i.e. "at my last camp we did it better."
- offer suggestions for improving the situation
- see the job through, don't quit after two weeks
- if something bothers you, speak up
- conduct yourself in town to reflect favourably on camp

3. - You Yourself Yourself

be able to look back after camp and know you did your best set some goals for yourself for the summer

determine to stretch and grow this summer

reach out to make new friends

reach out to help a new staff person

The rich experiences are there for you to grasp. Don't let them slip away.

The director delegates to you the trust given to him by parents. Yes, it is an awesome responsibility!

This summer you will influence indelibly a group of young people. If you prove worthy of that trust, then a whole group of young people will be enriched by having lived with you for the summer.

Your success will depend greatly upon your three commitments.

Barry Lowes is Director of Camp Timberlane, Haliburton, Ontario.

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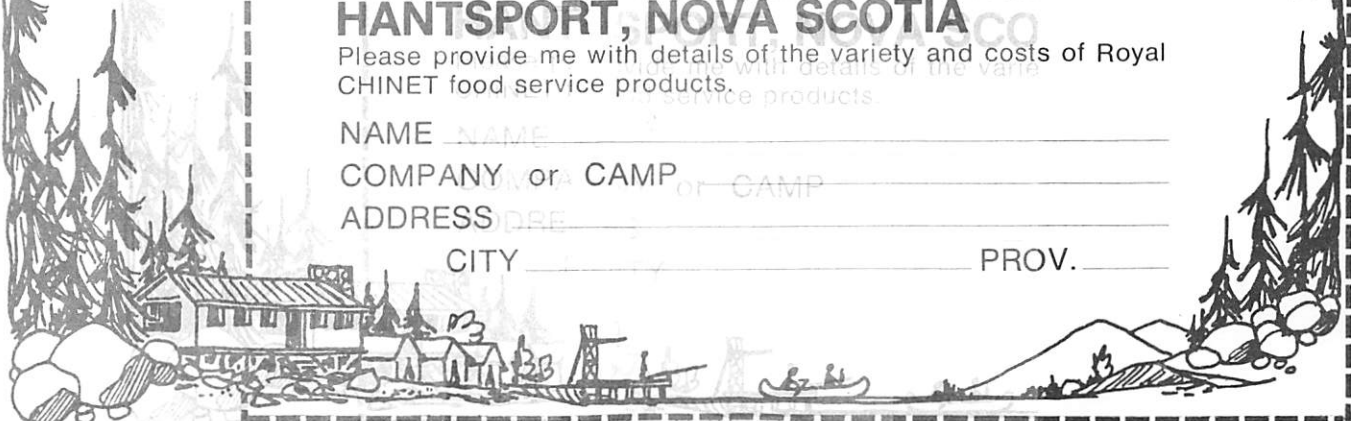
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Sunship Earth, Steve Van Matre, A.C.A.
1979. pp. 259 paperback \$9.95.

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